

GENDER EQUITY SELF-ASSESSMENT FOR COUNSELORS AND TEACHERS

Instructions: Read each statement. Place a mark in the column under the appropriate response. After completing the self-assessment, reflect on the results.

	Always	Sometimes	Rarely
Communicating with Students			
1. I remain alert for gender bias in my own: <ul style="list-style-type: none"> • Speech. • Behavior. • Tone of voice. • Nonverbal behavior. 			
2. I treat all students equally with regard to classroom rules, standards, and privileges.			
3. I use gender-neutral language when referring to individuals whenever practicable.			
4. I seek out instructional materials that offer a balance of cultures and genders in occupations and workplace settings.			
5. I draw students' attention to instances of bias in online and print materials.			
6. I encourage all students to develop leadership skills through active participation in a CareerTech student organization (CTSO).			
7. I incorporate discussion of equity topics whenever appropriate during instruction.			
8. I provide opportunities for female and male students to collaborate on teams to solve problems.			
9. I actively focus on providing <i>equal</i> attention to female and male students with respect to my attention, instruction, questioning, academic criticism, and recognition.			
10. I encourage all students <i>equally</i> with regard to identifying their strengths, abilities, and career interests.			
11. I interact with female and male students <i>equally</i> with regard to: <ul style="list-style-type: none"> • Asking questions. • Waiting for students' answers. • Maintaining eye contact 			
12. I actively focus on providing <i>equitable</i> attention to female and male students with respect to my attention, instruction, questioning, academic criticism, and recognition.			
13. I encourage all students <i>equitably</i> with regard to identifying their strengths, abilities, and career interests.			
14. I interact with female and male students <i>equitably</i> with regard to: <ul style="list-style-type: none"> • Asking questions. • Waiting for students' answers. • Maintaining eye contact 			
15. I am consistent in my expectations of achievement for both female and male students.			
Advising Students			
16. I encourage all students to make decisions about personal, career, and academic goals based on their individual values, interests, and abilities and not based on their gender.			
17. I encourage students to pursue their interest in a particular career without regard to the predominant gender within that career.			
18. I discuss job salary information with both female and male students.			

	Always	Sometimes	Rarely
19. I advise students on the salary differential for male and female workers in specific career fields.			
20. I regularly work with and advise students enrolled in programs that are nontraditional for their gender.			
21. I advise students about to enter the workforce about employment rights, discrimination laws, and remedies.			
22. I help students to understand the roles of men and women in the modern workplace.			
23. I provide current information to students about the outlook for specific careers.			
24. I discuss with female and male students the socialization pressures they may face, including obstacles they may raise for themselves.			
25. I modify my curriculum and assessment resources whenever I encounter gender bias, where possible.			
26. I seek out non-traditional role models to speak to my class or interact with my students.			
Total			

My Plan of Improvement: _____

Equality: Treating everyone the same

Equitable: Providing everyone with what they need to be successful

Source: Adapted from MECCA (*Making Equity Count for Classroom Achievement*), *Utah Gender Equity Trainer's Guide*, Utah State Office of Education, 1995.



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RCCTA Resource Center for
CareerTech Advancement

<https://www.okcareertech.org/educators/resource-center>

